

Geography –
The Environment, Plastic Pollution and Climate Change

In chapter 21, Ami describes the terrible state of the beach that she finds herself on, which is covered in plastic. Do pupils think this kind of situation could really happen, or is it fiction? Find some real images of plastic pollution on beaches (e.g. from the BBC or Greenpeace websites, or news reports about Henderson Island in the South Pacific) to show pupils, to demonstrate that this is actually happening now. Why do they think it is such a big problem?

Ask pupils to do some research into how long it takes these things to decompose. They could use the plastic and their research to create a display, or to write a presentation or newsletter, or to create a poster to inform people of the implications of plastic use.

and come up with a list of easy, everyday things they can do (e.g. recycling, cycling or walking to school, donating old clothes to a charity shop, reusing a plastic bag etc.). When they have come up with a list of ideas, see if they can do at least one thing (or something else) every day.

Spanish -

Following the school MFL plan

- Family
- Pets
- Description - People

Maths

Using maths to solve escape rooms,

Bletchley Park Escape –

And the Great space Escape

<https://sites.google.com/view/stokemaths/links-and-resources/escape-room-activities>

Children to come up with the their own escape rooms using this is an example.

ESCAPE ROOM
Term 6 2022/23

ICT

Children use the online escape rooms to explore how they work and the style of clues and questions involved.

Children research the Ancient Mayans and create mini projects about the aspects of their lives

History- Ancient Mayans

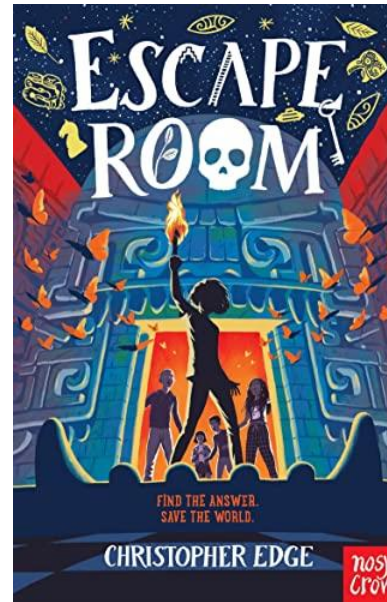
In chapters 11-14, Ami and the team find themselves in the burial chamber of a Mayan temple. Introduce a history curriculum topic on Mayan civilisation.

Use Google images to find out where in the world the Mayans lived. Can pupils find the equivalent modern-day countries on today's world map?

Adjoa recognises the Mayan hieroglyphics. Show pupils some images of Mayan symbols and sounds (e.g. using a website such as <https://www.mayaarchaeologist.co.uk/schoolresources/maya-world/maya-writing-system/> — contains a table of all symbols and related sounds). Challenge pupils to write their name using the hieroglyphics.

Adjoa teaches the others about different Mayan calendars (pages 111-113). Use information such as that on <https://www.historyonthenet.com/the-mayan-calendar> to help pupils understand the calendar, and what they believed about certain days and times. Using some card and a split pin, can they make their own Mayan calendar? Ask pupils to convert some modern dates into a Long Count date (they could use this site to help them: <http://maya.nmai.si.edu/calendar/maya-calendar-converter>).

Children research and create projects linked to the civilisation.



Design

Children design escape rooms with a set of clues in order to solve their escape. Think about the style of escape rooms and the idea the clues can lead from one to another. Think about the series of clues required in order to escape from their rooms